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ABSTRACT

This document summarizes 9 successful research projects, 14 local instructional programs, 3 national programs, and 3 private school programs concerning the increase in achievement of minority students. The results of the most effective research projects indicate that differences in leadership affect scholastic achievement; nonacademic black students are more affected by the academic standards of classes than by contact with white students; generative transformational grammar allows students to decipher messages; incorporating black heritage into the instruction of American history improves the performance of black students in segregated schools; lastly, computer-assisted instruction (CAI) improves the language arts, reading, and math skills of Spanish-speaking students. The local instructional programs were generally very successful, whereas the success of the national or federal programs was limited. For instance, Head Start provides only short-term achievement gains. An example of an effective private school program is that offered at the Lower East Side International Community School (New York), whose urban black fifth-grade students gained 3 years and 3 months in reading over a 1-year period. Included are a table of contents and a list of references. (RG)

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Raising Achievement Among MINORITY STUDENTS

A Selected Summary of Successful Research and Instructional Programs

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American Association of School Administrators

Raising Achievement Among Minority Students

A Selected Summary of Successful Research and Instructional Programs

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Introduction

Research findings, classroom observations, and other educational indices reveal the need for curriculum and instructional programs and practices that enhance the academic achievement of minority students. Literature is used with methodologies, strategies, materials, and training techniques intended to ensure and increase the achievement levels of diverse student populations.

School districts, colleges and universities across the nation use trial and error methods to encourage the participation of minority students in the educational process. This report summarizes selected research projects and instructional programs that have demonstrated some degree of success in raising the achievement levels of minority students. The programs summarized meet these criteria:

- o Formative and summative evaluations indicate a positive trend.
- o Evaluation results are documented.
- o Research and programmatic results can be generalized.
- o Success indices are long term.

Research

Research:
An Abashing Anomaly-
Pitfalls and Promises of Effective Research

Barbara Sizemore
Department of Black Community Education Research and Development
University of Pittsburgh

Focus:

This research provides significant evidence indicating that African American children can learn in spite of racism and poverty. At three high achieving black Pittsburgh public schools the following questions were posed:

- o How could these high achieving schools develop when others similar in student characteristics and community environments could not?
- o What efforts had the school systems made to replicate these accomplishments using the talents of those who had created them?

Organizational Factors

- o Principals who believed that poor black students could and would learn were recruited and selected.
- o Principals were willing to take the risk of differing with the system's norm of low achievement for poor, predominantly black, schools.
- o The school and members of the community agreed on high achievement as the highest priority goal.
- o A climate of high expectations for student achievement conducive to teaching and learning exist.

- o Functional routines, scenarios, and processes relate to the priority goal.

- o Principals are willing to disagree with superior officers around the choices of routines and their implementation.

Important Routines Carried Out by Principals

- o Responsibility for student attendance, discipline, and parental conflict through the publication of policies and procedures.

- o Daily visitations to classrooms and consistent supervision of performance.

- o Monitoring of programs that were directed toward the mastery of skills.

- o Use of teacher and staff expertise to resolve school concerns and dilemmas.

- o Participatory and meaningful involvement of parents.

- o Prompt evaluation of teacher and staff performances providing appropriate assistance and making necessary decisions that benefit the achievement of students.

- o The establishment of the school office as a central business command post.

- o Instructional organization based on some kind of reading skill; mastery grouping determined by criterion-referenced tests.

- o Use of preparation time, inservice time, special subject, social studies, and science periods for tutoring and small group instruction for students who need reinforcement and re-teaching.

- o Use of materials that elevate achievement even when such materials had not been approved by the board of education.

- o The denial of student placement in Educable Mentally Retarded Divisions unless all strategies for regular learning had been exhausted.

- o Refusal to participate in systemwide administrative and supervisory activities that take time needed for the regular school-based program.

Findings:

Observations after five years reveal:

- o The previously declining school, 99 percent black and 70 percent poor, is the highest achieving poor black elementary school in the city. Eighty percent of the students scored at or above the national norm in reading on the California Achievement Test (CAT) given in May 1984 compared to 45 percent on the Metropolitan Test (MAT) in May 1980. Eighty-four percent scored at or above the national norm in mathematics on the CAT in May 1984 compared to 60 percent on the MAT in May 1980.

- o The highest achieving school during 1979-80 is now observed in a declining mode. Prior to desegregation, the school was 89 percent black and 74 percent scored above the national norm in reading. During the latter observation the school reported its black population to be 54 percent black and only 63 percent scored above the national norm in reading. Sixty-eight percent scored at or above the national norm in mathematics in May 1984 compared to 72 percent in May 1980.

- o The greatest change that occurred in the two schools was that of principalships. The researcher indicates that effective leadership makes the difference in school achievement and must be considered as important as effective teaching.

Research:
Academic Performance of Black High School Students under Different Conditions of Contact with White Peers

Marten Patchen, Purdue University
Gerhard Hofmann, J. W. Goethe University
William Brown, University of Florida

Focus:
The researchers examined "the possible interaction effects of class racial composition and friendship with whites on several aspects on black students' academic performance." They looked at variations in black students' abilities and at variations in the abilities of their white peers.

Findings:
As the proportion of whites in their classes rose, the grades of black students tended to decline at the time their efforts increased.

The results did not support frequently stated hypotheses that interracial contact will have the most positive effects on academic outcomes of black students when white peers come from well-educated families.

The results indicate that non-academically oriented black students are affected more by academic standards of their classes than by contact with white peers.

Research:
Black Studies Materials Do Make a Difference

Carl A. Grant, The University of Wisconsin

The researcher examined the effect of relevant curriculum materials on the self-concept, achievement, and school attendance of black students. He proposed the following hypotheses:

1. Students in classes using experimental materials will have more positive self-concepts than will students in other classes.

2. Students in classes using experimental materials will have better achievement than students in other classes.

3. Students in classes using experimental materials will have better attendance that students in other classes.

Materials used in the study were:

- The *How I Feel About Myself Inventory*
- The *Metropolitan Reading Test*
- The *Attendance Form*
- The *SRA We Are Black* Laboratory Materials

Findings:

The researcher reports a positive effect on the school achievement and attendance of black inner-city students. The self-concept of the students showed no statistically significant results. (The treatment period was only four months and was interrupted by spring vacation.)

Research:

Developing Reading Potential in Black Remedial High School Freshmen

Gladys Knott, Kent State University

Focus:

The researcher explored "the effect of treatment of generative -transformational grammar and context clues on reading comprehension and total reading achievement of black remedial high school freshmen." Two high school remedial English classes participated in the study. McCarr's model of training in generative transformational grammar, context clues, and reading instruction was used with the experimental group. Training in traditional grammar and composition, vocabulary improvement and reading instruction was used with the control group.

The experimental group's material for reading instruction consisted of single and multiple paragraph selections derived from science, literature, civic and student interest topics. Generative transformational grammar and

context clues were included in passages orally and silently and completed oral and written exercises. The students applied concepts and meaning to their everyday lives. In oral and written responses, students were encouraged to use syntactical structures and context clue information they experienced in their training.

Findings:

A limited number of students showed improvement in reading comprehension and total achievement. It appears that generative transformational grammar, a system for understanding relational meaning, and context clues, systems by which unfamiliar morphemes are defined, enabled students to comprehend messages presented through structural and semantic components of sentences.

Research:

Do Black Studies Make a Difference in Ghetto Children's Achievement and Attitudes?

Albert H. Yee and Marvin J. Fruth
School of Education, The University of Wisconsin

Focus:

The researchers conducted a two-year project to accomplish the following purposes:

1. To provide teachers and administrators of predominantly black elementary schools with a more complete and informative understanding of the black man's contribution to American history.

2. To conduct social studies units of study for elementary school children that integrate the black experience into major concepts of American history.

School districts that participated in the study are Beloit, Wisconsin; Clarksdale, Mississippi; Milwaukee, Wisconsin; Minneapolis, Minnesota; New Orleans, Louisiana; New York City, New York; Racine, Wisconsin; St. Louis, Missouri; and Washington, D.C.

Findings:

Achievement scores in social studies content of classes in the experiential group advanced significantly higher than the control classes. Researchers stated that content-valid units of instruction integrating the black heritage with the main concepts of American history can improve the achievement of black students in racially-segregated schools.

Research:

The Effects of a Computer Assisted Instruction Program on Basic Skills Achievement and Attitudes Toward Instruction of Spanish-Speaking Migrant Children

Olivia N. Saracho
University of Maryland

Focus:

Two comparable groups of third, fourth, fifth, and sixth grade Spanish -speaking migrant students participated in the study. One group used computer-assisted instruction to supplement regular instruction while a second group served as a control. Academic and attitudinal gains of the groups were compared. The computer-assisted instruction consisted of drill and practice, tutorial and dialogue exercises. The questions investigated were:

1. Do students in the CAI program show increases in reading, language, and mathematics achievement when compared with similar students not in the CAI program?

2. Do students in the CAI program show more favorable attitudes toward the use of CAI when compared with similar students not in the CAI program?

Findings:

Computer-assisted instruction as a supplement to the regular classroom instruction can improve achievement in reading, language arts, and mathematics for Spanish-speaking migrant students. Individualized

instruction, provision for active participation, analysis of the students' responses and the provision of instant feedback probably attribute to the improved achievement.

Students who were not in the CAI program had more favorable attitudes toward it than those students who participated in the program. The researchers indicated that a possible cause for this could be the different learning styles preferred by students who were involved in the CAI program.

Research:
Effect of an Intervention Program on "High Risk" Spanish American Children

Joe D. Cornett, Len Ainsworth, and Bill Askins
Texas Tech University

Focus:

The following hypotheses were tested:

1. When gain means are adjusted on the basis of pretest scores, intervention students will make significantly greater gains in mental ability than students not participating in the program.

2. When gain means are adjusted on the basis of pretest scores, intervention students will make significantly greater gains in language (English and Spanish) than students not participating in the program.

3. Self-image was examined to determine what changes had taken place while participating in the program.

Planned learning activities using the Responsive Environment Concept (developed in the New Nursery School, Greeley, Colorado) were determined as the treatment for the experimental group. Additional activities used were developed by Omar K. Moore, the Far West Laboratory for Educational Research and Development, the National Education Association, the United States Office of Education, and the General Electric Company.

Findings:

- o Students receiving the intervention treatment made significantly greater gains in mental ability than students not receiving treatment.
- o Students receiving the intervention treatment made significantly greater gains in language (English) than students not receiving treatment. Gains in language (Spanish) were not statistically significant.
- o Students demonstrated a positive growth in self-image on all four of the scales used in the study.

The researchers conclude that an intervention program can bring about positive changes in children from backgrounds not conducive to success in school.

Research:
Upward Bound and Achievement: A Successful Intervention

Eric D. Young
Division of Counselor Education
University of Iowa

Herbert A. Exum
Department of Counseling and Guidance
University of Wisconsin-Madison

Focus:

Upward Bound programs are developed and implemented to generate the skills and motivation nontraditional students need for success in postsecondary education.

The researchers posed the following questions:

1. Is the program meeting its intended academic objectives?

2. Are their measurable indices of achievement development among the program?

3. Is the achievement development significant?

4 What are the longitudinal effects and outcomes of participation in the program?

5. Do the outcomes warrant continuation of these compensatory educational programs?

Ninth, tenth, and eleventh grade students who attended schools in Northeast Iowa and southwestern Minnesota participated in the study.

Findings:

The ninth grade students demonstrated high academic strengths in math and basic proficiencies in verbal communication skills. These students scored well above their national standardization sample of similar students in overall academic aptitude and achievement development.

The tenth grade students required academic development across all areas of verbal and quantitative skills. However, they made significant gains in language arts and mathematic skills. These students fell below their counterparts on the CAT battery.

The eleventh grade students scored well on both the pretest and the posttest.

The study indicates significant achievement for students who participate in Upward Bound programs. The more years of participation, the more successful are the participants.

Research:

Three Approaches to Grouping Procedures for the Education of Disadvantaged Primary School Children

G. Phillip Cartwright
The Pennsylvania State University

Focus:

The researchers investigated the relative effects of three different grouping procedures (heterogeneous, homogeneous, and flexible) on the academic achievement of disadvantaged primary school children.

The following questions were posed:

1. Does homogeneous ability grouping result in pupil performance that is superior to the pupil performance resulting from heterogeneous grouping?

2. Does homogeneous subgrouping from a large population result in pupil performance that is superior to the pupil performance resulting from homogeneous subgrouping from a small population?

Findings:

Grade 1

- Children in the heterogenous group had the highest mean score in reading.
- The flexible group children had the highest mean score on computation.
- Children in all three groups appeared to be equivalent on word knowledge and work discrimination.

Grade 2

- The heterogeneous group obtained the highest mean scores on all variables.

Grade 3

- The flexible group made the highest mean score on computation.
- Results were equivalent on all other variables. Apparent superiorty of the heterogeneous grouping pattern was found, there is not clear cut evidence that any one grouping procedure results in superior academic achievement in all three grades used in this study. They also caution administrators and teachers charged with the responsibility of grouping disadvantaged students not to use ability grouping as the major method of equalizing educational opportunity.

Programs and Projects

Program:
Achievement Goals Program

San Diego Public Schools
4100 Normal Street
San Diego, California 92103

Focus:
The program emphasizes mastery learning, direct instruction, time-on-task, and reduced classroom disruptions and interruptions.

The program was developed to raise the achievement in 23 minority isolated schools. Districtwide achievement data is analyzed annually to compare the gains of the students in the minority isolated schools.

Results:
The performance of black, Asian, Hispanic and white students has improved. However, it is difficult to isolate the foci to determine the linkages between specific practices and student achievement.

Program:
The Advisory Program

Baltimore City
3 East 25th Street
Baltimore, Maryland 21218

Focus:
All students in grades 6 through 8: The Advisory Program at West

Baltimore Middle School attempts to provide a humanizing setting within a total school program. Each teacher becomes an advisor when she/he accepts a group of 20-25 advisees. Time is provided within the school schedule for each teacher to meet with the total group and assume a personal role in relating to his/her advisees.

Results:

Student progress is determined by teacher judgment.

Project:

Alem
The Adaptive Learning Environment Model

Margaret C. Wang
Director, Design and Study of Adaptive Learning Environments Units
3939 O'Hara Street
Pittsburgh, Pennsylvania 15260

Focus:

The ALEM model is one that restructures educational programs to serve students with diverse learning characteristics and needs more adequately.

The ALEM model:

1. Provides a diagnostic-prescriptive monitoring system for early identification of learning problems.

2. Provides methods for delabeling mainstreamed special education students.

3. Provides individually-designed educational plans that accommodate each student's learning strengths and needs.

4. Provides for the teaching of self-management skills that enable students to assume responsibility for their learning.

Findings:

Student achievement scores in basic skill areas, as measured by standardized instruments, indicated improvements in all areas as compared to control classes and national norms.

Program:
Schoolwide Chapter 1 Projects

Austin's In-Class Approach to Chapter 1
Austin, Texas

Focus:

The pupil/teacher ratio was reduced to approximately 15:1.

Students participating in the program:

- Received more instructional time in the basic skills.
- Tended to be on-task more during basic skills instruction.
- Received more reading instruction.
- Had more minutes of contact with their classroom teacher.
- Worked in groups of a smaller average size, spending much less time working in groups of 18 or more.

Results:

Austin's in-class, lower pupil/teacher ratio approach to the delivery of Chapter 1 services appears to produce significantly greater achievement gains in elementary students, particularly among lower-achieving students, than the traditional pullout delivery of Chapter 1 services. The differences in achievement gains appear to be educationally as well as statistically significant. These achievement gains seemed to be related to qualitative changes in the instructional program.

Project:
Center School
Outcome-Based Instructional Systems

Stephen E. Rubin
Assistant Superintendent for Instruction
156 South Street
New Canaan, Connecticut 06840

Focus:

The project is targeted for students in grades K-6 in a middle class heterogeneous school population.

Mastery learning techniques are emphasized in the following ways:

1. Students are grouped according to specific skills, objectives, or outcomes.

2. Students assigned to an instructional group have already mastered the objectives that are prerequisite to learning a new objective.

Skills relate to and are taught through sequential clusters of objectives that have been operationally defined. Students are moved from one group to another when they demonstrate mastery through a pretest-teach-test methodology. Computer software and packages of objectives were developed by the entire staff.

Findings:

Results from the Metropolitan Achievement Test show that students score three years above grade level. Criterion-referenced test results also indicate significant achievement gains among students.

Program:
A Chance For Every Child

Van Dyke Public Schools
27100 Federal
Warren, Michigan 48089

Focus:
"A Chance for Every Child" uses team approach to solve the problems of low-achieving students within the regular classroom. Reading specialists work with classroom teachers and principals to develop a sequential program for selected students.

Results:
The latest evaluation results indicated 52 percent of program students made gains of 1.6 or greater; 76 percent gained one year or more.

Program:
Chicago Mastery Learning

Baltimore City Site
3 East 25th Street
Baltimore, Maryland 21218

Focus:
Students in grades 1-6 with low achievement in reading: A teaching philosophy in which students have variable time for learning quality instruction and meet competency standards called mastery levels.

Results:
Progress is determined through the use of a management system built into the program, use of formative/summative tests and standardized tests.

Mastery learning encompasses five basic features:

- Specific educational objectives
- Well defined learning units
- Complete mastery of each unit before proceeding to the next
- Ungraded diagnostic tests
- Appropriate instruction.

Programs:
Competency-Based Curriculum

District of Columbia Public Schools
415 - 12th Street, N.W.
Washington, DC 20004

Focus:

Competency-Based Curriculum: Materials in reading, mathematics, language arts, and science provide for individual rates of growth and individual differences in learning styles. The curriculum provides an academic checklist of skills to be taught and mastered in each grade with competence being measured by standardized achievement tests.

Student progress plan: The plan provides for semester promotions based on mastery of skills and acquisition of competencies specified in the competency-based curriculum.

Extensive tutoring program: Volunteers provide tutorial services to students not meeting the student progress plans promotional criteria in reading and/or math.

Results:

A comparison of Comprehensive Test of Basic Skills test scores for 1979 through 1983 verifies a progressive improvement in standardized test performance in recent years in both reading and math.

Data collected and analyzed indicate that all programs are having positive results on student achievement.

Program:

Keystone Central Unified Instruction Program
An Adaptive Learning Environment Model

Keystone Central School District
95 West 4th Street
Lock Haven, Pennsylvania 17745-1124

Focus:

Direct instruction and individualized learning are used to teach students identified as below grade level in reading. Each student's immediate needs are discussed at weekly meetings involving a reading specialist, regular classroom teacher, and other support staff. Regular classroom sessions consist of total group basic skill lessons.

Results:

Based on Mean Grade Equivalents both the district outcomes and the Unified Instruction Schools are at or above the national average in the three major areas of reading, mathematics, and languages.

Program:
Let Me Read!
Five Techniques That Worked For Us

Constance Joan Baer and Linda Ruth Fisher
O'Farrell Junior High School
San Diego, California

Focus:

The authors taught remedial reading to predominantly black and chicano students who vary in reading ability from nonreader to third grade. The students ranged in age from 12 to 15 and were assigned to the seventh grade.

The teachers focused on ways to excite the students about reading so that they wanted to come to school. They decided that:

Kids Are Teachers, Too!

- Students were allowed to impart information to their peers by assuming the role of the teacher. The teachers assumed the role of students.

- Typical class lessons taught by students usually involved some form of oral reading. The student teachers sat in the front of the class and led the discussion. They also called on students to read and to answer questions. Sometimes, they discussed the spelling and vocabulary words for the week.

- Usually more than one student had an opportunity to teach in a class period.

The Buddy System

The buddy system enabled students to learn from each other. They formed bonds of friendship and mutual concern in the classroom. Two students frequently worked together on writing assignments. One student acted as secretary for the other, writing what was dictated to him/her. Support and encouragement from buddies enabled unresponsive students to write, share ideas and correct much of their work.

Improvisations

Improvisations diverted much of the students' excess energy into more creative channels. Fridays were generally used for these activities. The improvisations assisted students in solving problems with friends, parents and authority figures who were taped once a week. Time was provided for replay and reaction to the tape.

Incentive Point System

Students received points for their class work and for their behavior. The teachers awarded effort, quality of work, cooperative and courteous behavior, helping another student, teaching the class, creating an assignment, and working outside of class. Incentives included a field trip to Sea World, the local marine amusement park, all day fishing and hiking trip to a lake in the nearby mountains, the viewing of rented films, hearing a popular speaker, and receiving a choice of several paperback books. The teachers reported the system to be extremely successful. The students' competitiveness challenged them to produce beyond the teachers's expectations.

The Class Newspaper

Articles that appeared in the newspaper resulted from students' interviews with friends, teachers, and family members. Students wrote articles about themselves, field trips, fashions, sports, school, current events, black, white and chicano relations, short stories, poetry, plays, cartoons, illustrations of their articles, and work puzzles.

Many writing and reading activities were derived from the production of the newspaper. Teachers report that students became so involved in classroom instruction that they were constantly observed waving their hands and demanding, "Let me read!"

Program:
The Minority Group Counseling Project

Somers Middle School
P.O. Box A
La Plata, Maryland 20646

Focus:

The focus is to assist students with good academic potential to achieve and maintain good grades and become more aware of behavior responsibilities. Emphasis was placed on coping skills. Students were taught that it is possible to maintain good grades while continuing friendships of their choice, even when their friends place little importance on grades.

Strategies were developed and implemented to encourage parental support and provide parental training.

Results:

The test scores of students participating in the program improved to competitive levels. There was a demonstrable increase in self-esteem, grades, leadership qualities, responsibility, higher motivation, service to others, scholarship, citizenship and character.

Program:
The Performance of Minority Students in the Classroom and on Standardized and Criterion-Referenced Tests

Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850

Focus:

- Student achievement
- Student participation in gifted and talented programs
- Student participation in nonathletic extracurricular activities
- Student suspensions
- Appropriate placement in special education.

Results:

Minigrants ranging from $4,000 to over $5,000 per school were used to support special projects.

- The Extended Schools Program
- A Functional Test Review Program
- Mobile Education Teams
- Vocational Support Services Teams
- The Work Oriented Curriculum
- Project High Hopes
- Vocational Orientation
- Tutorial Programs

Maryland Functional Mathematics Test

- Approximately 33 percent of the black ninth graders passed the test in 1983 as compared to 57 percent in 1985. The expectation is that at least 90 percent of black students will pass the test by 1988.

Enrollment in Grade 9 Higher Level Math Courses

- In 1985, only about 34 percent of black students were enrolled in regular Algebra I or a higher level course in grade 9. At least 70 percent is the enrollment expectation in 1988.

California Achievement Test

- In 1982-83, the total county math NCE scores of black students were 10-17 points different from the mean for all students. The goal for the next five years was to show gains of approximately 3 NCE points per year for black students.

Maryland Functional Reading Test

- Approximately 90 percent of black ninth graders passed the test in 1983. By 1988, it is expected that 95 percent will pass the test in grade 9 and 99 percent in grade 10.

Maryland Functional Writing Test

- Approximately 45 percent of the black students passed the test in 1983 with the expectation that 90 percent would pass by 1988.

Gifted and Talented Programs

- Only 5 percent of black students participated in programs in 1983. The goal for the next five years was to increase black participation annually in gifted and talented programs and to continue until there was not a statistically significant difference between black participation and the countrywide percentage.

Program:
Project R.I.S.E. - Rising to Individual Scholastic Excellence

Milwaukee Public Schools
5225 W. Vliet Street
Milwaukee, Wisconsin 53201

Focus:

Students, grades K-6 are served in 18 schools: The project's main goal is to develop instructionally effective schools by increasing the student's achievement in the basic skills of reading, mathematics, and language up to at least the citywide or national percentile averages within a three year period. The program's major areas of interests are:

- School climate
- Curriculum
- Coordination of support services
- Evaluation
- Parent and community support.

Results:

An evaluation study based on a comparison of R.I.S.E. and citywide student 1982-83 test results showed a substantial increase in reading scores over the previous year at grade 5 and a small loss at grade 2. Mathematics achievement also showed an increase.

A six-year study showed that 1977-78 discrepancy between R.I.S.E. and citywide reading data of 22 percent in the average and above categories was reduced to 9 percent in 1982-83. For mathematics, a 19 percent discrepancy had been reduced to only 2 percent.

Program:
Promotional Gates

New York City Public Schools
110 Livingston Street
Brooklyn, New York 11201

Focus:

The Promotional Gates Program focuses the improved achievement for minority students.

The program established performance criteria for students and required the staff to introduce instructional approaches to help them meet the criteria. The focus of the program is on grades four and seven.

The Gates Program is characterized by:

- Reduced class size (15-20 students)
- Experienced teachers
- Additional staff development
- Increased "time on task" in reading and mathematics
- Additional staff support
- Special instructional strategies.

Results:

Approximately 70 percent of the students identified in the fourth grade demonstrated success after intervention. The program was more successful with fourth grade students than with seventh grade students. The program appears to have had a positive impact on student achievement in terms of the number of students who attained promotion after participation compared to the promotional rates for a comparable group of low-achieving students.

Federal/National Programs

Program:
Head Start

Focus:
The program is offered to low-income pre-school children providing a variety of approaches to enhance self-concept and motivation to learn. Basic skills instruction, problem-solving skills instruction and parental involvement are emphasized.

Results:
This program seems to produce short-term gains in academic achievement. Participants appear to perform better in the primary grades in school than children not served by the program. These children still seem to score below norms on tests.

Program:
Chapter 1 and Other Compensatory Programs

Focus:
These programs focus on providing extra instruction in reading and math.

Results:
The programs seem to produce small, but consistent, gains in the academic attainments of low achievers.

Program:
PUSH - EXCEL

Focus:
This project emphasizes a "total involvement" approach to encourage students to achieve. The success of the project is dependent on the involvement of and collaboration with students, peers, parents, teachers, church officials, and other community members.

Private School Programs

Program:
Lower East Side International Community School (New York)

Focus:
The mission of this school is to provide an alternative education for African American urban students whose families cannot afford private schooling.

The curriculum is structured to provide a quality education while reinforcing ethnic heritage and encouraging positive character development.

Students are required to master oral and written English, to attain competence in mathematical and computer concepts and to take two foreign languages.

The school provides training in dance and music. The school philosophy emphasizes guidelines, structure, and boundaries, as well as support, love, parent authority, parent-school communication, persistence, and self-sacrifice.

Results:
Anecdotal data indicate a high level of success for students attending this school. The students are task oriented and compete extremely well with high achieving students attending other private and/or public schools.

Fifth graders gained three years, three months in reading and two years, two months in math during a one year period.

Sixth graders gained two years, one month in reading and one year, four months in math during a one year period.

Two-thirds of the sixth grade students were reading above grade level at the end of the year.

Program:
Marva Collins West Side School
Chicago, ILLinois

Focus:
The curriculum is traditional emphasizing reading and writing, drill exercises and memorization. The school focuses on positive reinforcement, adequate time-on-task, high teacher expectations, high motivation, good discipline, a genuine concern for children and good teaching.

Results:
Little achievement data have been published. However, anecdotal information reveals a high level of success for students attending the school.

Program:
The Muslim Schools

Focus:
The programs are characterized by high expectations, high motivation, strong discipline, structured curriculum, and a strong emphasis on cultural heritage.

Results:
Anecdotal information reveals a high level of success for students attending these schools.

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